

Writing Learning Objectives for the Practice Experience

LEARNING OBJECTIVES: Identify what the student is to learn during the practice experience.

WHAT IS A LEARNING OBJECTIVE?

“A learning objective should describe what students should know or be able to do at the end of the course that they couldn't do before. Learning objectives should be about student performance. Good learning objectives shouldn't be too abstract ("the students will understand what good literature is"); too narrow ("the students will know what a ground is"); or be restricted to lower-level cognitive skills ("the students will be able to name the countries in Africa.")." From the Teaching Effectiveness Program, Teaching and Learning Center, University of Oregon. Learning objectives are always measurable.

Use the **ABCD** approach

- A. Audience: the student
- B. Behavior: what should the learner describe or articulate at the end of the experience
- C. Condition: timing
- D. Degree: level of knowledge or performance. Unless otherwise stated, 100% competence is assumed.

A typical learning objective might be written as, “by the end of practice experience, student will be able to...

Domains of Learning

- 1.) Cognitive: knowledge;
- 2.) Psychomotor: hands-on skill; and
- 3.) Affective: values or attitudes

Bloom's Taxonomy is a classification of learning objectives. At the graduate level and in the practice experience, students should be concentrating on the levels of application and analysis or higher in the cognitive domain. See the practice experience handbook for more information.

Examples

If, for example, you will be designing a database, collecting data, and then analyzing it, you may have learning objectives like the following:

By the end of the practice experience I will be able to

- Construct an Access database for recording and management of data for a specific public health issue or program.
- Perform a statistical analysis using SAS on data collected including _____.
- Properly interpret and communicate a statistical analysis in a written report and oral presentation.

Writing a policy brief:

- Develop capacity to read, analyze, and synthesize arguments in both primary and secondary sources.
- Articulate findings in writing and conversation for a specific audience.

Working on a health education or outreach program:

- Describe the etiology including the social determinants of _____.
- Design an evidence and theory-based intervention to _____.